# Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Due: 10/6/11 DHS

# Stage 1 Child Studies

**ASSESSMENT 4 – PRACTICAL ACTIVITY**

**Healthy Food**

**Learning Outcomes**

Apply knowledge and problem-solving skills to practical activities related to the study of children and their development from conception to 8 years

Develop and implement management skills in an individual or a collaborative context to support the health and well-being of children

Make informed decisions about, and reflect on, contemporary issues related to child development

Investigate contemporary issues related to the safety, health, and well-being of children

Work individually and collaboratively to support the health and well-being of children, and reflect on processes and outcomes

**Description of assessment**

Childhood obesity is a major problem in Australia. Educating parents and children about appropriate serving sizes and combination of foods is a positive step towards combating this problem.

**Working in pairs**, students **design a healthy menu for one day** that is suitable for a child 4-7 and will not contribute to obesity.

Students **use Food Choices dietary analysis** software to check the suitability of their chosen menu and adjust where necessary before deciding on the final menu.

**Action plan – INDIVIDUAL (400 words)**

* an outline of the issue(s) discussed
* decisions made about what action to take
* a justification of what the students intend to do
* an outline of implementation strategies.

When **planning a healthy day’s menu** you need to consider:

* The Australian dietary guidelines, including appropriate serving sizes
* Dietary analysis using food choices
* Suitability of food for children
* development and implementation of safe management practices.
* selection and use of appropriate technology for practical activities.
* application of knowledge and practical skills.

**Practical Assessment (IN PAIRS – WEDNESDAY WEEK 19 – BOTH CLASSES)**

**Prepare and display healthy food for one day for one child which includes:**

* At least one cooked meal
* Breakfast, lunch, and all snacks and drinks
* Label the dishes clearly indicating number of serves from each food group
* *Food orders due double lesson week 18*
* *Practical Assessment Week 19*

**Evaluation – INDIVIDUAL (400 words)**

* reflect on your performance in relation to the processes and outcomes of practical activities, i.e. consider the decision making processes, your management processes and the final result.
* consider possible improvements you could make? What would they be?
* comment on the use of the Australian Dietary Guidelines and the Food Choices program in devising a suitable menu
* **reflect on the issue of childhood obesity.**

**Assessment Conditions**

The action plan and evaluation may be presented in written, oral, or multimodal form. **Each** action plan and evaluation should be a **maximum of 400 words** if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Practical Activity: meal is to be prepared and served in week 19: See below for details

Performance Standards for Stage 1 Child Studies

**Problem Solving - the specific features are as follows**:

P1 Identification and discussion of factors involved in problem-solving

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute identification and discussion of a range of factors involved in problem-solving | Well-informed identification and discussion of a range of factors involved in problem-solving. | Informed identification and discussion of some factors involved in solving mostly familiar problems. | Identification and discussion of one or more factors involved in solving familiar problems. | Identification of one or more factors involved in solving a familiar problem. **No Evidence** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute and very appropriate decision-making about problem-solving and implementation strategies. | Well-considered and appropriate decision-making about problem-solving and implementation strategies. | Generally appropriate decision-making about problem-solving and implementation strategies | Some basic and inconsistent decision-making about problem-solving and/or implementation strategies. | Attempted decision-making about a problem-solving or implementation strategy.  **No Evidence** |

P2 Decision-making about problem-solving and implementation strategies.

P3 Justification of decisions about problem-solving and implementation strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Clear and very relevant justification of decisions about problem-solving and implementation strategies. | Mostly clear and relevant justification of decisions about problem-solving and implementation strategies. | Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity. | Some description and partial justification of one or more problem-solving and/or implementation strategies. | Attempted description of one or more problem-solving or implementation strategies. **No Evidence** |

**Practical Application - the specific features are as follows:**

PA1 Development and implementation of safe management practices.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | **B** | | **C** | **D** | **E** |
| Astute use of initiative in the development and implementation of safe management practices. | | Thoughtful development and implementation of safe management practices. | Competent development and implementation of safe management practices. | Some development and implementation of basic safe management practices. | Attempted development or implementation of basic safe management practices. **No Evidence** |

PA2 Selection and use of appropriate technology for practical activities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Logical selection and use of appropriate technology for practical activities. | Mostly logical selection and use of appropriate technology for practical activities. | Appropriate selection and use of technology for practical activities | Identification and some use of technology for practical activities | Limited use of technology in practical activities.  **No Evidence** |

PA3 Application of knowledge and practical skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Constructive and sustained application of knowledge and practical skills. | Logical and well-considered application of knowledge and practical skills. | Considered application of knowledge and practical skills. | Some application of basic knowledge and practical skills | Limited application of basic knowledge or practical skills.  **No Evidence** |

Reflection - the specific features are as follows:

R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Insightful reflection on the processes and outcomes of practical and group activities, including their own performance. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance. **No Evidence** |

R3 Reflection on contemporary issues related to child development.

ASSESSMENT CALENDAR

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| --- | --- | --- | --- | --- |
| ***A*** | ***B*** | **C** | **D** | **E** |
| Insightful reflection on contemporary issues related to child development. | Well-informed reflection on contemporary issues related to child development. | Informed reflection on contemporary issues related to child development. | Superficial reflection on one or more contemporary issues related to child development, tending towards basic description. | Limited description of one or more contemporary issues related to child development  **No Evidence** |

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| **16B**/16th May  **Task 4 – Healthy Food** | **Introduction to task 4; Australian Dietary guidelines for children and adolescents;**  **Double: Food Choices Dietary Analysis software;** |
| **17A**/23rd May  **Task 4 – Healthy Food** | **Double: Formative Practical – cooking – teacher supplied recipes** |
| **18B**/30th May  **Task 4 – Healthy Food** | **Double: Food Orders Due** |
| **19A**/6th June  **Task 4 – Healthy Food** | **Line 2:Wednesday Double: Assessment Prac – Friday: Evaluation**  **Line 3:Wednesday Lunch & Lesson 5: Assessment Prac: Thurs / Fri - Evaluation** |